



OE-11 INSTRUCTIONAL PROGRAM SUMMARY OF COMPLIANCE STATUS JUNE 2023

SUPERINTENDENT CERTIFICATION

With respect to OE-11 Instructional Program taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and the district is:

- X In Compliance
In Compliance, with Exception (as noted in the evidence)
Not in Compliance

Summary Statement by Administration

Monitoring of operational expectations policies is part of the ongoing process of district performance evaluation and superintendent evaluation. This report includes a Data Analysis on page 2 presenting an administrative summary of the data and a Capacity Building/Recommendations section on the last page outlining new practice or protocol to be utilized for the next reporting timeframe. The Capacity Building/Recommendations section also documents suggested changes to Operational Expectations or Results policies and/or indicators and interpretations. This report addresses 23 indicators of the superintendent’s responsibility regarding the instructional program. Of the 23 indicators, 21 demonstrated in compliance, 2 demonstrated in compliance, with exception, and 0 were determined as not in compliance. Reporting dates for this report are July 1, 2021 – June 30, 2022.

Signed: [Signature] Superintendent Date: 6/26/2023

SCHOOL BOARD ACTION

With respect to OE-11 Instructional Program, the Board:

- X Accepts the report as fully compliant
Accepts the report as compliant with noted exceptions
Finds the district to be noncompliant

Summary statement/motion of the Board

Motion by Mr. Eastgate to accept the OE-11 Instructional Program Monitoring Report as In Compliance and approve the recommended changes beginning with the 2023-2024 school year, seconded by Ms. Preskey. Motion carried.

Signed: [Signature] Board President Date: 6/26/2023

Data Analysis by Administration

OE-11 evidence and progress in 2021-2022 is largely focused on design of sustainable systems and processes. Communication, Data and Information, and Professional Learning systems were designed to support continuous improvement in the BPS Curricular Program.

OEs 11.1, 11.2, 11.3, 11.4, 11.8 have as a key sustainability the Guiding Coalitions. Guiding Coalitions are one of our best examples of a system that brings all our values of Inclusion, Leadership, Innovation and Excellence together. Through Guiding Coalitions teacher teams take agency over their guaranteed and viable curriculum.

BPS has continued to take an inclusive approach to establishing and maintaining a robust guaranteed and viable curriculum aligned to and rooted in state and national standards through the existence of clear processes led by teams of teachers (Guiding Coalitions) representing all schools, grade levels, and content areas across both the elementary and secondary divisions. These teams have definition, structure, and pre-planned goals around reviewing, revising, and developing curriculum and communicating their progress. The existence of Guiding Coalitions and the formalization of the curricular roadmap and dashboard have been invaluable. All Guiding Coalitions were able to successfully report on the states of their prioritized standards, proficiency scales, and pacing.

11.5 - develop talents and interests in their specialized areas of interest...

BPS has continued to offer a wide range of courses, extracurricular, and club opportunities for students in music and fine arts, CTE, business, world languages, and AP to support students' development in specialized areas of interests. Additionally, Empower[Ed] options for science and physical education were added and enrollment in Empower[Ed] credits doubled from 14 learners in the 2020-2021 pilot year to 31 learners in the second iteration.

11.7 - encourage new and innovative programs...

BPS is committed to innovation and strives to illustrate this value in the action we take and the processes we put in place. The forms for proposing research, resources, courses or programs were aggregated into one site on InsideBPS and communicated to stakeholders. 21 requests were received in 2021-2022.

OE-11 Instructional Program

The Superintendent shall maintain a program of instruction that offers challenging and relevant opportunities for all students to achieve at levels defined in the Board’s Results policies.

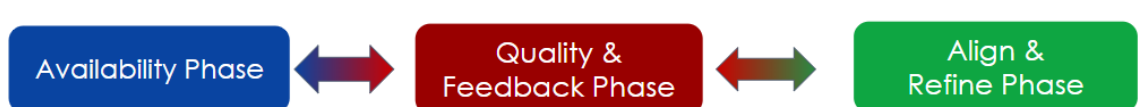
The Superintendent Shall:

<p>11.1 Ensure that instructional programs are based on a comprehensive and objective review of best practices research.</p>	<p>In Compliance</p>
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Superintendent Interpretation: The Board expects that there is a process and schedule for curriculum development, adoption, implementation, and maintenance, and that coursework and resources are aligned to the curriculum. The process used includes a review of best practices, trends, and research.

- **Instructional programs** refers to new and existing courses, instructional resources, and digital as well as non-digital programs used to differentiate or enhance student learning.
- **Best practices research** refers to the professional literature and research found to result in the achievement BPS aspires to reach.
- **Comprehensive and objective** means that reviews of the curriculum will include varied stakeholders including teachers, instructional coaches, and principals, from each feeder system, technology, district staff development/curriculum staff, and special education.
- **Teaching and Learning Team** (Superintendent, Assistant Superintendents, Directors of Technology, Special Education, and Professional Learning, other appropriate ad hoc members specific to the nature of the proposal)
- **Varied stakeholders** means input will be sought from a variety of perspectives based on the task. Stakeholders may include teachers, instructional coaches, principals, technology, staff development, special education, students, higher education, community members, etc.

<p>Indicator 1: All new instructional programs will be proposed and approved through a formal process brought before the district Teaching and Learning Team prior to placement on the district approved resources list and/or implementation.</p>	<p>In Compliance</p>
<p>Evidence: A formal process continues to exist for the proposal and approval of all new or changes to existing courses, new pilots, and new instructional resources. The application and processes flow through the district Teaching and Learning Team with additional ad hoc members as expected.</p> <p>New/Changes To Courses And Programs Forms and processes for new course proposals live on InsideBPS and are accessible with a BPS login under BPS Request Forms.</p> <p>BPS added four new high school electives courses during the 2021-2022 school year: Humanities, 21st Century Literature, Education Workplace Experience, and Introduction to Drones and Unmanned Aerial Systems.</p> <p>New Resources requested during the 2021-2022 school year.</p> <ul style="list-style-type: none"> • The purpose of the New Resource Request process is described as: <ul style="list-style-type: none"> ○ The New Resource Request process is established to help ensure that the proper approval and support is provided for new products, services, and digital tools/applications. The application form is used to request approval for all resources that require the use of an individual student login, resources used as a daily/weekly activity or for intervention, and resources that have a financial obligation. ○ New resource request application (only accessible with BPS login) ○ Twenty-one new resources were brought before the district Teaching and Learning Team prior to placement on the district approved resources list and/or implementation. 	

<p>Indicator 2: Curriculum review committees exist for 100% of content areas K-12 and are comprised of varied stakeholders to achieve an objective, unbiased evaluation process.</p>	<p>In Compliance</p>
<p>Evidence: 100% of grade levels, subjects, and courses for core subject areas have a Guiding Coalition team that leads the evaluation process that ensures alignment with the district guaranteed and viable curricular program as per policy GAAA. All other subjects and courses have guiding coalitions or structures and plans in place to solidify a Guiding Coalition for curricular work. Guiding coalition teams inclusive of LDI, lead teachers, instructional coaches, and assistant principals work collaboratively each year to review and update Prek-12 curricular program according to the curricular program roadmap phases.</p> <div style="text-align: center; background-color: black; color: white; padding: 5px;"> <p>bps Three Phase Curriculum Process</p> </div>  <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="background-color: #0056b3; color: white; padding: 10px; border-radius: 10px; width: 30%;"> <p style="text-align: center; font-weight: bold;">Availability Phase</p> <ul style="list-style-type: none"> • Prioritized Standards • Proficiency Scales • Pacing Guides/Curriculum Maps </div> <div style="background-color: #c00000; color: white; padding: 10px; border-radius: 10px; width: 30%;"> <p style="text-align: center; font-weight: bold;">Quality & Feedback Phase</p> <ul style="list-style-type: none"> • Proficiency Scale Audits • Tiered Vocabulary • Level 3 Assessment Resources </div> <div style="background-color: #008000; color: white; padding: 10px; border-radius: 10px; width: 30%;"> <p style="text-align: center; font-weight: bold;">Align & Refine Phase</p> <ul style="list-style-type: none"> • Vertical Alignment • Refinement Cycle • Sustainability </div> </div>	

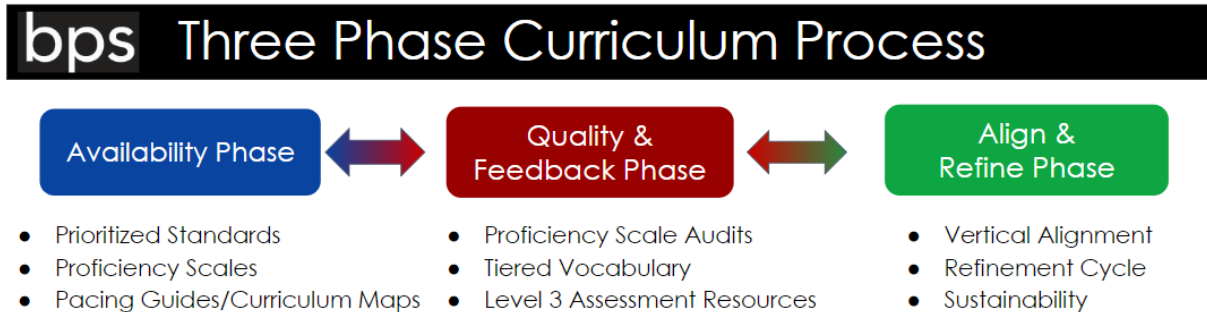
Development and implementation of the Curricular Review Cycle [Dashboard](#) to track and document progress.

Recommendation to the Board: We respectfully recommend that 11.1 Indicators 2, 3, 4, and 5 be combined to reflect the work of our teacher lead guiding coalitions and their primary responsibility in the comprehensive annual review of the district guaranteed and viable curricular program for all grades, subjects, and courses. The suggested revision is outlined in the capacity building/recommendation section of this report.

Indicator 3: A curriculum calendar will be developed a year in advance outlining curricular areas and instructional programs to be reviewed by curriculum review committees for the upcoming two years.

In Compliance

Evidence: Guiding coalition teams inclusive of LDI, lead teachers, instructional coaches and assistant principals work collaboratively each year to review and update Prek-12 curricular programs according to the curricular program roadmap phases.



Development and implementation progress of the curricular program is reflected on the Curricular Review Cycle [Dashboard](#).

Content Area	Prioritized Standard	Availability Phase			
		Prioritized Standards & Pacing	Date of Review	Proficiency Scales	Date of Review
Science	(Life Science)	100%	Double click the cells below to enter a date	100%	Double click the cells below to enter a date
Math		100%	Double click the cells below to enter a date	100%	Double click the cells below to enter a date
Ratios and Proportional Relationships	MAT-07.RP.01 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.	Up to Date	6/21/2022	Up to Date	6/22/2022
	MAT-07.RP.02 Recognize and represent proportional relationships between quantities.	Up to Date	6/21/2022	Up to Date	6/22/2022
	MAT-07.RP.03 Use proportional relationships to solve multi-step ratio and percent problems.	Up to Date	6/21/2022	Up to Date	6/22/2022
The Number System	MAT-07.NS.01 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. D. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	Up to Date	6/21/2022	Up to Date	6/22/2022
	MAT-07.NS.02 Apply and extend previous understandings of multiplication, division, and fractions to multiply and divide rational numbers.	Up to Date	6/21/2022	Up to Date	6/22/2022
Expressions and Equations	MAT-07.EE.01 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients with an emphasis on writing equivalent expressions.	Up to Date	6/21/2022	Up to Date	6/22/2022
	MAT-07.EE.04 Use variables to represent quantities in a real world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	Up to Date	6/21/2022	Up to Date	6/22/2022
y	MAT-07.G.04 Know the formulas for the area and circumference of a circle and use them to solve problems. Informally derive the relationship between the circumference and area of a circle.	Up to Date	6/21/2022	Up to Date	6/22/2022

Recommendation to the Board: *We respectfully recommend that 11.1 Indicators 2, 3, 4, and 5 be combined to reflect the work of our teacher lead guiding coalitions and their primary responsibility in the comprehensive annual review of the district guaranteed and viable curricular program for all grades, subjects, and courses. The suggested revision is outlined in the capacity building/recommendation section of this report.*

Indicator 4: 100% of instructional programs and curricular areas scheduled for the current year complete a comprehensive and objective evaluation process.	In Compliance
<p>Evidence: 100% of grade levels, subjects, and courses for core subject areas have a Guiding Coalition team that leads the evaluation process to ensure alignment with the district guaranteed and viable curricular program as per policy GAAA. All other subjects and courses have Guiding Coalitions or structures and plans in place to solidify a Guiding Coalition for curricular work. The 2021-2022 evidence of a comprehensive evaluation of the curricular program by core subject is reflected on the Curricular Review Cycle Dashboard. Guiding coalitions were charged with confirming prioritized standards and pacing and the development of a proficiency scale for each priority standard.</p> <p>Recommendation to the Board: <i>We respectfully recommend that 11.1 Indicators 2, 3, 4, and 5 be combined to reflect the work of our teacher lead guiding coalitions and their primary responsibility in the comprehensive annual review of the district guaranteed and viable curricular program for all grades, subjects, and courses. The suggested revision is outlined in the capacity building/recommendation section of this report.</i></p>	

Indicator 5: 100% of content areas will be reviewed a minimum of every two years.	In Compliance
<p>Evidence: Guiding Coalition leaders facilitate guiding coalition teams, at a minimum, quarterly to ensure documents are available, revised for quality, and refined through practice. Meeting agendas are available on InsideBPS. Progress in each area is reported on the Curricular Review Cycle Dashboard which is updated each June.</p> <p>At least one full district staff development day (two half days) is devoted to communication of changes to all teachers within the content area and grade level. These days are identified and communicated in August.</p> <p>Updated curricular documents, public and within InsideBPS, are marked with the date of the most recent revision.</p> <p>Recommendation to the Board: <i>We respectfully recommend that 11.1 Indicators 2, 3, 4, and 5 be combined to reflect the work of our teacher lead guiding coalitions and their primary responsibility in the comprehensive annual review of the district guaranteed and viable curricular program for all grades, subjects, and courses. The suggested revision is outlined in the capacity building/recommendation section of this report.</i></p>	

The Superintendent Shall:

<p>11.2 Base instruction on district academic standards that meet or exceed state and/or nationally-recognized model standards.</p>	<p>In Compliance</p>
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Superintendent Interpretation: The Board expects the District’s curricula to be based on rigorous academic learning standards based on North Dakota and/or local standards in each curricular area.

- **Meet** means that coursework encompasses the state standards at a minimum and “exceed” refers to the inclusion of additional standards beyond the state standards.

<p>Indicator 1: Learning activities that take place in the classroom are based on the adopted standards.</p>	<p>In Compliance</p>
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Evidence: All course descriptions, pacing guides, and curriculum maps align to the state standards. Standards are prioritized, embedded, and assessed throughout the district’s K-12 curriculum. The process is continuous to ensure we have 100% alignment. This requirement is stipulated through Policy [GAAA](#). All buildings have instructional frameworks with an instructional criteria around clear goals aligned to standards.

BPS Staff Survey Results:

BPS Staff and Student Survey response data

	20-21 Count	20-21 %	21-22 Count	21-22 %
<p>Percentage of TEACHERS responding “frequently or almost always” to the survey question I understand and implement a guaranteed curriculum, aligned to state standards, for the grade level/courses I teach.</p>	1012	96.3%	840	97.9%

More resources for accessing and interpreting online and printed reports are housed on the [BPS PowerSchool Resources Website](#), [LearnBPS](#), [PowerSchool](#), & [Visual Progress Report](#)

BPS relies on several available and previously mentioned resources to aid in alignment of standards. It also used the [Pocket Guide to Standards Based Education](#) to assist teachers and families in understanding the major components of standards-based education.

The Superintendent Shall:

11.3 Align curriculum with the standards.	In Compliance
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Superintendent Interpretation: The Board expects the District to identify rigorous academic learning standards in each curricular area and base the District’s curriculum on those standards. The Board also expects consistency within feeder systems and across the district through regular vertical and horizontal alignment. A formal process for reviewing standard alignment should exist, be documented, and should coincide with state and national adoption and revision timelines.

- **Curriculum** refers to Bismarck Public Schools’ entire instructional program, including resources, programs, assessments, instruction, and assessment practices.
- **Align** means ensuring that the curriculum in all classrooms is representative of the standards.
- **Horizontal alignment** refers to the contrast, comparison, and deliberation within a selected grade level or content area across the building and district.
- **Vertical alignment** refers to the contrast, comparison, and deliberation between grade levels or progressive courses above and/or below as appropriate.
- **Standards** articulate a common understanding of what students are expected to know, understand, and be able to do based upon North Dakota State Standards and national content standards.

Indicator 1: 100% of BPS curricula are aligned with current North Dakota state standards or locally adopted standards.	In Compliance
<p>Evidence: All course descriptions, pacing guides, and curriculum maps align to the state standards. Standards are prioritized, embedded, and assessed throughout the district’s K-12 curriculum. The process is continuous to ensure we have 100% alignment. This requirement is stipulated through Policy GAAA. The Curricular Review Cycle Dashboard reflects the current state of this work relating to core subjects (K-8) and courses required for graduation (9-12).</p> <p>We have aligned our work to national standards in several areas while still meeting the standards that are currently adopted by the state.</p> <ul style="list-style-type: none"> • Science – curriculum work has aligned to both state and Next Generation Science Standards (NGSS) • Art – curriculum work has aligned to both state and National Core Art Standards • Digital Literacy – curriculum work has aligned ND Library and Technology Standards • Music – curriculum work has aligned to both ND State Music Draft and National Core Art Standards 	

Indicator 2: The standards for each curricular area are reviewed vertically and horizontally on a schedule driven by state and national adoption or revision timelines by curriculum teams. For areas lacking ND state standards, a district cycle for review will be followed and be represented in the District Curriculum Calendar.	In Compliance
<p>Evidence: Curriculum alignment work is focused around areas where standards are newly adopted or currently drafted and scheduled-to-be-adopted standards. Several district and building staff joined the state standards committee for the review and rewrite of the Math and ELA standards (to be released in 2023-2024).</p>	

Updates from Guiding Coalition teams sent to district stakeholders regularly and available on InsideBPS.

Share Out

5th

APR

NOTES from THIS Meeting	<ul style="list-style-type: none"> The team worked on auditing the proficiency scales for social studies. We focused on the left hand side of the proficiency scales; looking at format, specificity, progression of learning, etc. We did not finish going through all of the scales so we met on Monday, April 24th to finish our work. All scales have been audited. The social studies team will be looking at revisions as they move forward with unit plans.
Work for NEXT Meeting	<ul style="list-style-type: none"> In May, we will review feedback on the curriculum map and pacing guide documents to decide on changes for the upcoming school year.
Items needing YOUR Voice	<ul style="list-style-type: none"> Please provide feedback using the “Share Your Feedback” link on the curriculum map or shoot us an email with suggestions. This will guide us as we make any changes. The curriculum map will undergo some big edits this summer as we align more to standards over resources.

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Current progress reflected on the Curricular Review Cycle [Dashboard](#).

The Superintendent Shall:

11.4 Effectively measure each student’s progress toward achieving or exceeding the standards.	In Compliance
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Superintendent Interpretation: The Board expects the District to effectively measure and review in a timely manner student progress and achievement in academic standards by selecting assessments that are statistically reliable and valid.

- **Effectively measure** means that BPS will use valid and reliable assessments, common across all elementary, middle, and high schools to determine students’ progress and achievement in achieving the Board’s Results policies.
- **Progress** means BPS believes in a growth model.
- **In a timely manner** means within 2-3 weeks after assessment windows close.
- **Reliable** means the assessment has consistently yielded the same results on repeated trials.
- **Valid** means the assessment measures what it was intended to measure.

Indicator 1: 100% of buildings adhere to the district determined annual schedule of common assessments that are used collectively to review individual student proficiency and growth.	In Compliance
Evidence: A draft assessment window calendar is created every spring. The draft is sent to the executive team, administrators, and coaches for feedback and suggestions. A final calendar is created with the input.	

- [Elementary Assessment Calendar](#)
- [Middle School Assessment Calendar](#)
- [High School Assessment Calendar](#)

Based on the availability of student results at each division, 100% of buildings have adhered to the district determined annual assessment calendars during the 2021-2022 school year.

More information regarding the specific district assessments is made available on the Bismarck Public Schools website as pictured below or [linked here](#):

BPS District Assessments

Bismarck Public Schools uses a variety of district assessments in grades PreK-12. Common district assessments are described to the right.

The following link provides a printable view of [Assessments by Grade Level](#)

[2021-2022 Elementary School Assessment Windows](#)

[2021-2022 Middle School Assessment Windows](#)

[2021-2022 High School Assessment Windows](#)

BPS Assessments

- ACCESS
- ACT
- AIMS Web
- Benchmarking Standards-Based Assessments
- Fountas & Pinnell Benchmark
- MAP
- NAEP
- NDSA
- Parental Directive - Assessment
- PSAT/NMSQT
- SAT

*** In cases where schools must be closed for extended periods of time (such as the 2020 COVID-19 pandemic), that time overlaps scheduled assessments, and teacher proctoring is required for consistent results, scheduled assessments will not be administered.*

*** State required assessments may be administered if the administration of such assessments is not waived by DPI.*

<p>Indicator 2: Formal reviews of academic assessment data will occur in 100% of buildings as well as at the district leadership level a minimum of 3 times a year.</p>	<p>In Compliance</p>
<p>Evidence: 100% of buildings had a minimum of three data reviews in the 2021-2022 school year. The district conducts a data review with administrators and school leaders three times a year to review the assessment results, progress, and action plans. Within our Multi-Tiered System of Supports as our framework for continuous school improvement process, the assessment data is used in order to determine enrichment and interventions needed for individual students as well as trends within groups. In turn, the building level leadership works to ensure that similar data analysis and planning for actions takes place at the building level and the Professional Learning Community (PLC) level by either grade-level or department. Additionally, high school has added an academic alert to help communicate to teachers, students, and parents, when students are not on track for graduation as early as possible. Several data review protocols are available for buildings to utilize; one example is linked below.</p> <p>All buildings completed at least three academic data reviews. Data review processes and protocols are a continued focus.</p> <p>Data Review Spreadsheet Data Review Protocol Academic Alert</p>	

The Superintendent Shall:

<p>11.5 Ensure that the instructional program includes opportunities for students to develop talents and interests in their specialized areas of interest.</p>	<p>In Compliance</p>
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Superintendent Interpretation: The Board expects the District to offer all students an opportunity to pursue and excel in specialized areas that match their interest or talent through academic core areas, elective courses, as well as co-curricular, and/or extracurricular offerings.

- **Specialized areas** means the fine arts, career and technical education, world languages, and other specialized curricular offerings such as Advanced Placement.
- **Authentic learning** means allowing students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects. This can take the form of learning trips, projects, capstones, internships, alternative pathways for graduation, or other learning opportunities that result in relevant and useful products or experiences.

Indicator 1: Multiple programs exist in specialty areas to meet the needs of BPS students. The overall enrollment in specialized areas maintains or increases every year.							In Compliance	
Evidence: BPS is proud of the abundant course offerings available for students. The table below outlines the courses and percentages of students enrolled for the indicated category of courses compared to the overall total course enrollments.								
Fine Arts (ART, MUSIC, ETC.)								
Level	Courses '18-'19	Courses '19-'20	Courses '20-'21	Courses '21-'22	Enrollment Percentage and Instances of Enrollment '18-'19	Enrollment Percentage and Instances of Enrollment '19-'20	Enrollment Percentage and Instances of Enrollment '20-'21	Enrollment Percentage and Instances of Enrollment '21-'22
MS	9	9	9	9	109.67% (3373)	104.16% (3367)	95.51% (3048)	93.63% (2972)
HS	34	34	33	34	71.94% (2564)	67.99% (2500)	68.43% (2548)	67.64% (2573)
Career & Technical Education (CTE) & STEM								
Level	Courses '18-'19	Courses '19-'20	Courses '20-'21	Courses '21-'22	Enrollment Percentage and Instances of Enrollment '18-'19	Enrollment Percentage and Instances of Enrollment '19-'20	Enrollment Percentage and Instances of Enrollment '20-'21	Enrollment Percentage and Instances of Enrollment '21-'22
MS***	9	11	11	11	106.41% (3273)	105.14% (3399)	108.52% (3463)	117.53% (3730)
HS	68	62	67	66	119.13% (4245)	110.6% (4067)	128.04% (4766)	130.35% (4958)
WORLD LANGUAGES								
Level	Courses '18-'19	Courses '19-'20	Courses '20-'21	Courses '21-'22	Enrollment Percentage and Instances of Enrollment '18-'19	Enrollment Percentage and Instances of Enrollment '19-'20	Enrollment Percentage and Instances of Enrollment '20-'21	Enrollment Percentage and Instances of Enrollment '21-'22
MS	7	7	7	7	14.53% (447)	13.88% (449)	14.18% (453)	16.16% (513)

HS	14	15	14	16	37.79% (1347)	36.38% (1338)	35.93% (1338)	32.99% (1255)
BUSINESS, COMPUTERS, & MARKETING								
Level	Courses '18-'19	Courses '19-'20	Courses '20-'21	Courses '21-'22	Enrollment Percentage and Instances of Enrollment '18-'19	Enrollment Percentage and Instances of Enrollment '19-'20	Enrollment Percentage and Instances of Enrollment '20-'21	Enrollment Percentage and Instances of Enrollment '21-'22
MS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
HS	10	9	10	10	21.56% (768)	19.34% (711)	25.07% (933)	24.91% (948)
ADVANCED PLACEMENT								
Level	Courses '18-'19	Courses '19-'20	Courses '20-'21	Courses '21-'22	Enrollment Percentage and Instances of Enrollment '18-'19	Enrollment Percentage and Instances of Enrollment '19-'20	Enrollment Percentage and Instances of Enrollment '20-'21	Enrollment Percentage and Instances of Enrollment '21-'22
HS****	18	17	17	18	42.74% (1523)	41.14% (1513)	39.16% (1457)	36.73% (1397)

Additionally, Empower[Ed]** opportunities for core subject credit through community projects and CTE experiences expanded to include Integrated Science credit and Physical Education credits.

ND CTE Program Area	Empower[Ed] Core Credits Awarded				
	English	Social Studies	Math	Science	Physical Education
Agricultural	1	1.5	-	-	-
Business & Marketing	-	-	-	-	-
Family and Consumer Sciences	4	1	1	-	-
Health Sciences	2	1	1	1	-
Information Technology	1	-	-	-	-
Technology and Engineering	1	-	-	-	-
Trade, Industry & Technical	20	12	5	3	4
TOTAL	29	15.5	7	4	4

Table 1 Core Subject Credits Awarded in CTE Program Areas

Empower[Ed] - DPI granted waiver for pilot to begin fall of 2021. Initial cohort of students will work with personalized learning facilitators to earn core subject credits through community and CTE course embedded project work.

**** MS CTE numbers and percentages updated for all years after discovery of 6th Grade course coding issue.*

***** HS AP numbers and percentages updated for all years due to miscalculation of participation in AP Calculus AB.*

Indicator 2: The number of co-curricular and extra-curricular activities that match student interest and talents maintains or increases every year.			In Compliance	
Evidence: During 2021-2022, BPS offered 20 athletic, 3 fine arts, and 12 co-curricular/club opportunities at each middle school and 27 athletic, 7 fine arts, and 24 co-curricular/club opportunities at the high schools. While the athletics and fine arts opportunities have stayed steady, the number of clubs in high schools and middle school rebounded, and continue to grow post covid years.				
Athletics, Fine Arts and Clubs				
BPS Student Survey Results:				
	20-21 Count	20-21 %	21-22 Count	21-22 %
Percentage of STUDENTS responding “frequently or almost always” to participating in after-school activities (school sponsored or non-school sponsored).				
Grades 3-5	2718	60.41%	2848	63.76%
Grades 6-8	2720	61.58%	2827	66.22%
Grades 9-12	2300	63.65%	2844	59.92%

Indicator 3: Ensure every learner has access to a variety of authentic learning experiences that facilitate meaningful connections to relevant real-life situations.			In Compliance, with Exception	
Evidence:				
BPS Staff and Student Survey Response Data:				
	20-21 Count	20-21 %	21-22 Count	21-22 %
Real World: Percentage of TEACHERS responding “frequently or almost always” to students solving real world problems.	1012	56.6%	840	60.2%
Real World: Percentage of STUDENTS responding “frequently or almost always” to solving real world problems.				
Grades 3-5	2718	65%	2848	67.1%
Grades 6-8	2720	42.2%	2827	43.4%
Grades 9-12	2300	34.3%	2844	37.4%

Personalization: Percentage of TEACHERS responding “frequently or almost always” using student’s strengths, cultures, needs and interests to make learning meaningful.	1012	87.7%	840	89.8%
Personalization: Percentage of STUDENTS responding “frequently or almost always” using their strengths, cultures, and interests within assignments to personal to meet personal learning needs.				
	2718	78.8%	2848	78.1%
	2720	67.2%	2827	66.9%
	2300	58.6%	2844	57.6%

Personalized and Authentic Learning Systems (PALS)

In the 2021-2022 school year, the PALS program, along with the University of Mary, launched its first year with seven University of Mary participants paired with Bismarck Public School Teachers. This program provides training for pre-service and cooperating teachers to design and implement personalized and authentic learning units that follow a guaranteed and viable curriculum. Additionally, BPS piloted authentic learning modules for staff in authentic assessment and student agency to be used as professional learning.

The Superintendent Shall:

11.6 Ensure that the instructional program accommodates the different learning styles of students and differentiates instruction to meet the needs of students of various backgrounds and abilities.	In Compliance
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Superintendent Interpretation: The Board recognizes that no single method of instruction meets the needs of all learners and that while all students can achieve the standards, the amount of time needed by students may vary, and that adjusting to this 21st Century paradigm of differentiated instruction will take time.

Indicator 1: BPS will have alternatives to core curriculum and learning environments at all grade levels.	In Compliance
<p>Evidence:</p> <p>MTSS All schools at BPS implement a Multi-Tiered System of Supports (MTSS). Through this process, students receive services based on their need for reading and math interventions, English Learner (EL) services, special education, and enrichment or acceleration. Below is a description of the MTSS model.</p> <p>MTSS Placemat</p>	

Tier 1 – CORE (80%-90%) Tier I is the BPS core instruction with differentiation and accommodations that the classroom teacher designs, implements, progress monitors, and analyzes the effectiveness of academic learning targets and behavioral expectations.

[BPS Curriculum](#)

[Secondary Math Pathways](#)

[Secondary ELA Pathways](#)

[Elementary Reading Intervention Pathway](#)

Tier 2 – STRATEGIC (10-15%) Tier 2 strategic interventions are more intensive interventions than Tier 1 interventions. Students have core instruction plus additional time and intensity for reading and/or math. This typically encompasses a reteach of the core instruction.

[Elementary Title I/ District Specialists & Student Selection Process](#)

[Tier II & III Literacy Interventions](#)

[Tier II & III Math Strategies and Interventions](#)

The district employs 14 positions to serve 11 schools in District Reading/Math support and 17 positions serve the 7 Title I Schools in Reading/Math support. An additional 3.5 Reading/Math positions are being supported through ESSER funds.

Tier 3 (0-5%) interventions are the most intensive interventions a student is able to receive. Tier 3 intensive interventions may or may not include Special Education services. Students receive a Tier 3 intensive intervention when they are performing at a level that is significantly discrepant from his or her peers. Tier 3 interventions are mostly in addition to Tier 1 and Tier 2 supports and sometimes can be in place of Tier 1.

The District offers 20 alternative core class offerings and 25 alternative elective courses for students in need at the high school level. A complete list and description can be found at the link below and attached: [Special Services HS Alternative Core & Elective Classes](#). Elementary and middle school students also have access to alternate core curriculum as specified in individualized education plans and through the following courses at the middle level:

- Applied Topics 6-8
- Applied Topics in English, Math, 6-8
- Transition Math 6, 7, 8
- Transition Math Strategies 6, 7, 8

South Central High School (SCHS) provides an alternative learning environment for high school students in BPS. Student learning is self-paced and individualized, and students utilize a flexible schedule so that they have choice each day on where, when, and what they work on. Students enroll in only a few subject areas at one time, allowing them to focus attention on completing a curriculum area before moving on to another. SCHS has a typical enrollment between 100-120 students at a time, and students enter and exit as needed throughout the year. The average number of graduates over the last five years is 32 students per year. SCHS incorporates a positive attendance plan, assigned adult advisors, and significant social-emotional supports in place for students, including access to a school psychologist, counselor, social worker, and school nurse. Other supports in place to break down any existing barriers to learning include access to food and clothing and an on-site nursery where new parents can bring their infant along to continue learning in a safe and comforting environment.

BPS also provides opportunities for students for early graduation, Life Education (a special education service to age 21), credit recovery using Edgenuity online platform, English Learner services, and enrichment/acceleration services K-12 through elementary Levels of Service and Advanced Placement and Dual Credit Courses at the secondary level.

BPS employs 7.5 Gifted Education Specialists (formerly Levels of Service) elementary staff who serve about 200 right tier students in Math and Reading across the district at various capacities from 20 minutes or more a week. Eligible students are referred and evaluated using an established process that examines student achievement and teacher survey (linked below and attached).

- [LOS Qualification Form](#)
- [Elementary LOS Acceleration Considerations](#)
- [Elementary Math Acceleration Plan Form](#)

The Superintendent Shall:

<p>11.7 Encourage new and innovative programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually.</p>	<p>In Compliance</p>
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Superintendent Interpretation: It is expected that the District encourage new and innovative programs that align with the Board’s Results policies and that the District monitor and evaluate the effectiveness of the programs.

- **New and innovating programs** refers to research-based strategies, resources and programs that are aligned to the Board’s Results policies and provide alternate pathways to student success.

<p>Indicator 1: BPS supports, through action research and new resource/program requests, proposed implementations of new or innovative strategies, resources, and programs.</p>	<p>In Compliance</p>
<p>Evidence:</p> <p>Action Research: BPS encourages continued education and academic research efforts by our employees. We have an Academic Research request process that helps support action research regarding our BPS educational practices and the effect of those practices on student achievement. This process also ensures the protection of student data and that the researcher reports back on the results and recommendations. In the 2021-2022 school year we received nine research requests and approved seven. Of those declined, one was mistakenly submitted as new research and one was from a non-BPS employee concerning research that was considered time intensive and not aligned with district needs.</p> <p>New Resources: Twenty-one new resources were brought before the district Teaching and Learning Team prior and approved for implementation.</p>	

<p>Indicator 2: BPS supports an ongoing process accessible to all teachers and administrators to pursue changes to curriculum (new courses, changes to existing courses, new programs or pilots) at the building level.</p>	<p>In Compliance</p>
<p>Evidence: BPS honors the uniqueness with each pilot and expects each proposal to report to the Teaching and Learning Team the status after implementation as indicated during the proposal process. For the 2021-2022 school year, more formalized evaluations of programs occurred for mental health/service provider programs as well as the district mentorship program.</p> <p>Informal evaluations occur through regularly scheduled check-ins regarding usage and performance data around online programs such as Dreambox Math and online curricular accompaniments such as Social Studies Alive, Mystery Science, Big Ideas Math, etc. These results are compiled and sent to appropriate administrators to inform instructional feedback and future fiscal decisions.</p> <p>Additionally, the following programs engage in more formal review and evaluation to determine effectiveness:</p> <ul style="list-style-type: none"> • BPS Mentorship Program • Reading Plus Evaluation • Newsela Usage Data Review 	

<p>Indicator 3: BPS evaluates new and innovative programs annually to determine effectiveness as indicated on the initial proposal.</p>	<p>In Compliance</p>
<p>Evidence: BPS honors the uniqueness with each project and expects review criteria to be submitted prior to a new proposal.</p> <p>Reviews during 2021-2022</p> <ul style="list-style-type: none"> • Reading Plus (In process-presentation executed Spring 2022) • Teacher Mentorship Program (executed annually in May since 2018) • Administrator Mentorship Program • Empower(Ed) 	

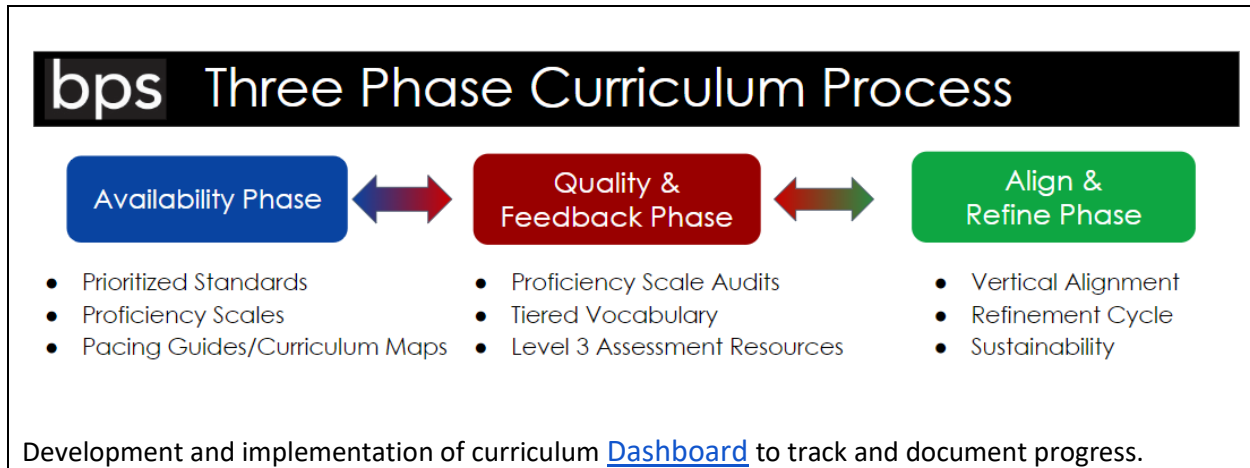
The Superintendent Shall:

<p>11.8 Regularly evaluate and modify all instructional programs as necessary to assure their continuing effectiveness.</p>	<p>In Compliance</p>
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Superintendent Interpretation: It is expected that BPS, as part of its model of continuous improvement, regularly evaluate components of the instructional program, including the curriculum standards, instructional practices, and the assessments used.

- **Regularly evaluated** refers to the curriculum calendar used as well as the PLC work done by teachers in the content areas.

<p>Indicator 1: Every PK-12 program is regularly evaluated through a review and analysis process at least every three years.</p>	<p>In Compliance</p>
<p>Evidence: Guiding Coalitions exist for all subjects, grades and courses. These teams meet throughout the year (each year vs on a three-year cycle) to gather full input and evaluate the curricular program (as per policy GAAA) for their respective group. Guiding coalition teams are inclusive of lead teachers, Learning Design and Innovation staff, instructional coaches and Assistant Principals who work collaboratively each year to review and update curriculum according to the phases below:</p>	



The Superintendent Shall:

11.9 Appropriately review instructional materials upon formal request by a parent or other stakeholder.	In Compliance
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Superintendent Interpretation: The Board expects that instructional materials are sound and that any parent or stakeholder can request that any instructional material be reviewed for removal within 15 days of receipt of the form requesting reconsideration of the selection of the material.

Indicator 1: BPS will maintain a procedure for reviewing instructional materials upon formal request by a parent or other stakeholder.	In Compliance
Evidence: The procedure that addresses instructional materials challenges is titled Reconsideration of Instructional Materials and can be found on our website; GAAC-AR . Bismarck Public Schools had one formal curricular material challenge during the 2021-2022 school year and followed the processes described in policy.	

The Superintendent Shall:

11.10 Adequately monitor and control student access to and utilization of electronically distributed information.	In Compliance
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Superintendent Interpretation: The Board expects that students will utilize electronic information appropriately, that staff will monitor students while they are using electronic resources in school, and that BPS will follow federal law (CIPA) regarding internet filtering. BPS’s mission, to ensure all students are college, career, and community ready, implies that students should develop responsible online behaviors for interacting with others or accessing/distributing information whether on district devices/network or other readily available devices/networks.

Indicator 1: All BPS students and staff will annually review Policy ACDA in the first four weeks of school.		In Compliance		
Evidence:				
Staff In the 2021-2022 school year, 2,188 employees were sent a Policy Review requirement from the BPS Human Resources Department. The completion status was (87.57%) 1,916 employees successfully completed the Policy Review for Policy ACDA on the responsible use of technology.				
Students Instruction on ACDA occurs in library media classes in elementary, digital literacy classes in secondary, and core classes in high school. Bismarck Schools continues to be a Common Sense Media Certified district because of our evidence and instructional practices around digital literacy.				
BPS Staff and Student Survey				
	20-21 Count	20-21 %	21- 22 Count	21-22 %
	1012	91.74%	840	97.50%
Percentage of STUDENTS responding “frequently or almost always” to participating in positive and safe online activities.				
3-5	2718	94.44%	2848	94.73%
6-8	2720	90.59%	2827	90.84%
9-12	2300	89.91%	2844	89.10%

Indicator 2: BPS Technology Department responds to notifications from the state regarding any issues with the state provided internet filtering services.		In Compliance		
Evidence: BPS received no notifications from the state regarding filtering issues from 7/1/2021 to 6/30/2022.				

The Superintendent Shall:

11.11 Review school attendance boundaries periodically to assure reasonable balance in student enrollment.	In Compliance
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Superintendent Interpretation: The Board realizes BPS is a dynamic district, impacted by regional and state economies. The factors associated with attendance boundaries along with class size targets will be reviewed annually. It is necessary to review demographic trends and the impact on building enrollment as well as class size.

- **Reasonable balance** means class size targets will be monitored and decisions about class size will be informed by the needs of the group, the size of the room, the available space, available staff and budget, and other criteria, as stated in Rule FAB-AR3 *Class Size*.

<p>Indicator 1: The school district solicits input from administrators and stakeholders as appropriate when boundary adjustments are necessary as indicated by current and projected enrollment data.</p>	<p>In Compliance</p>
<p>Evidence: In recent years, BPS has used a committee of employee and parent representatives to propose boundary changes to the school board. The board has then held special meetings where the public can review the proposed plans and give input prior to the board making a final decision.</p> <p>During the 2021-2022 school year, BPS broke ground for the addition of two new elementary schools. Elk Ridge and Silver Ranch were completed late summer/early fall of 2022. Adding these two new schools brings the elementary division to an overall eighteen buildings, which support just over 6,200 elementary students. The secondary division is comprised of eight school buildings, which supports over 7,300 students.</p> <p>The addition of the two new elementary schools directly impacted the boundary adjustment process. The BPS school board approved boundary changes in early 2021. Feedback opportunities from stakeholders and BPS staff was gathered in early 2021.</p> <p>With the boundary changes and the addition of new elementary buildings, BPS has been cognizant to ensure all three feeders are very consistent in regard to the overall size (student enrollment) of each feeder.</p>	

The Superintendent Shall:

<p>11.12 Adopt a calendar that best meet the needs of students. The calendar should:</p> <ul style="list-style-type: none"> a. Provide for consistent breaks; b. Start in late August and end by Memorial Day; c. Be developed by a representative committee of parents, BEA, and administrators; d. Provide for staff development without disrupting family schedules. 	<p>In Compliance</p>
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Superintendent Interpretation: The Board understands that a school calendar likely will not meet the needs of every student, parent, and community member. However, input from stakeholders serves to make the most acceptable school calendar for all.

Adopt a calendar that best meet the needs of students. The calendar should:

- a. Provide for consistent breaks;
- b. Start in late August and end by Memorial Day;
- c. Be developed by a representative committee of parents, BEA and administrators;
- d. Provide for staff development without disrupting family schedules.

<p>Indicator 1: The proposed school calendar will meet the criteria in 12, a-d.</p>	<p>In Compliance</p>
<p>Evidence: The 2021-2022 calendar met all criteria in 12, a-d. The calendar committee is composed of about 40 people, including BEA-chosen representatives, other teachers, school and district administrators, parents, and former parents as community representatives. Group membership remains relatively stable, aiding in calendar consistency. Requests to join the committee can be made with the Community Relations Director. An email list of current committee members is linked below and attached.</p>	

The calendar development process occurs around an established time frame that enables parents time to make arrangements for daycare, vacation, doctor visits, graduation, etc. **The timeline is as follows:**

September → Calendar drafts are created by the Community Relations Department with input from the Human Resources Department.

October → Calendar drafts are sent to Calendar Committee by Community Relations to review before the meeting. Calendar Committee meeting is held; input is given; changes are made by Community Relations. New draft(s) are sent to a committee, which includes the Superintendent, for final review if necessary.

November → Final calendar is put on a School Board agenda under Superintendent's Report.

December → Final calendar is emailed to all parents and staff, posted online under Calendars, and sent to local news media.

[Calendar process details](#)

[List of calendar committee members](#)

[2021-22 School Calendar](#)

Capacity Building/Recommendations

Capacity Building

CURRICULUM/INSTRUCTION/ASSESSMENT INPUTS

- Review and prioritization of new state standards for math and ELA
- Review Committee established for ELA curriculum K-5 responsive to Science of Reading and legislation
- Public access to proficiency scales and prioritized standards via Public Curriculum Portal
- Guiding Coalition Teams PK-12 meet regularly and lead district meetings
- Monthly updates regarding curricular program (elementary)
- Quarterly updates regarding curricular program (secondary)
- Alignment of math opportunities districtwide to improve Algebra I readiness or equivalent alternatives through general math pathways
- Grades 3-5 math choice boards for all learners

PROFESSIONAL DEVELOPMENT

- Continued implementation of professional learning registration and tracking software (Unified Talent-Performance Matters) that will provide additional capabilities for tailoring professional learning options for different individuals and staff groups. This includes face to face instructor-led as well as remote and self-paced offerings.
- Development and communication of district wide professional learning calendar
- Onboarding of lead teachers for Guiding Coalition Teams K-12 through work with Dr. Warrick.
- Aligning building based professional learning to instructional frameworks and support from Dr. Warrick
- Classroom observation rounds around predominate practices (Guaranteed and viable curriculum, engagement, instructional frameworks)
- Administrator task force review external credit approval process
- Update Professional Learning Policies
- Onboarding new administrative hires on curricular program, instructional models and policy
- District identified professional learning days combine time to address building level and district level goals
- Intentional data review protocols for various stakeholder meetings
- Revision and communication of Standards Based Education guidance documents

INNOVATION/NEW PROGRAMS AND PILOTS

- Reading Plus for all 6th grade students at one middle school (22-23)
- Planning and coordination for the expansion Empower[ED] for the 22-23 school year
- Renew(ed) began 22-23 school year
- Instructional Frameworks developed and communicated at each school building (22-23)
- Increased [Dual Credit](#) partnerships with local colleges
- Authentic Learning Task Force to gather and review current authentic and personalized opportunities available to students

Recommendations

1. We respectfully recommend that 11.1 Indicators 2, 3, 4, and 5 be combined to reflect the work of our teacher lead guiding coalitions and their primary responsibility in the comprehensive annual review of the district guaranteed and viable curricular program for all grades, subjects, and courses.

Original:

11.1 Ensure that instructional programs are based on a comprehensive and objective review of best practices research.

Indicator 2: Curriculum review committees exist for 100% of content areas K-12 and are comprised of varied stakeholders to achieve an objective, unbiased evaluation process.

Indicator 3: A curriculum calendar will be developed a year in advance outlining curricular areas and instructional programs to be reviewed by curriculum review committees for the upcoming two years.

Indicator 4: 100% of instructional programs and curricular areas scheduled for the current year complete a comprehensive and objective evaluation process.

Indicator 5: 100% of content areas will be reviewed yearly.

Recommendation:

[Indicator 2: 100% of content areas K-12 have guiding coalition teams who annually assess the current state of the curricular program by using current research, teacher feedback, and district guidance to identify strengths and improvement opportunities.](#)

Indicators 3-5 would be removed.

2. Board changes as per the March 27, 2023 Board meeting vote.
Background Information: The Board met in a workshop to review and discuss the addition of language regarding grading practices in grades 6-12 to OE-11 Instructional Program.
Recommendation: Approve the change to OE-11 Instructional Program on first and final reading beginning with the 2023-2024 school year. [OE-11 Instructional Program Policy](#)

Original:

11.4 Effectively measure each student's progress toward achieving or exceeding the standards.

Indicator 1: 100% of buildings adhere to the district-determined annual schedule of common assessments that are used collectively to review individual student proficiency and growth.

Indicator 2: Formal reviews of academic assessment data will occur in 100% of buildings as well as at the district leadership level a minimum of 3 times a year.

Recommendation:

11.4 Effectively measure each student's progress toward achieving or exceeding the standards.

Indicator 1: 100% of buildings adhere to the district-determined annual schedule of common assessments that are used collectively to review individual student proficiency and growth.

Indicator 2: Formal reviews of academic assessment data will occur in 100% of buildings as well as at the district leadership level a minimum of 3 times a year.

Indicator 3: [The reporting system for recording student achievement is PowerSchool and will be utilized in the following manner stated below:](#)

[a. Grades K-5 will use standards-based grading and utilize the visual progress report.](#)

[b. Grades 6-12 will use percentages and letter grades \(A-F\) and utilize the district's secondary grade scale.](#)

[c. District will ensure that standards-based grades \(numbers\), as well as derivatives \(hybrid grades\), are not reported out in grades 6-12, with the exception of special programs based on Board approval. \(OE-11.5\)](#)